DOCUMENT RESUME

ED 415 352 CE 075 491

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TITLE Mobilization and Involvement of Students and Teachers in Implementing the Adult and Extension Education Programmes at the Grass-Root Level with Special Reference to Bharathidasan University, Tiruchirapalli, India: A Case Study.
PUB DATE 1997-05-00
NOTE 25p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
PUB TYPE Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Literacy; *College Faculty; *College Students; Colleges; *Extension Education; Foreign Countries; Higher Education; Illiteracy; *Literacy Education; Program Development; Program Implementation; Student Participation; Teacher Participation
IDENTIFIERS *India

ABSTRACT

India has made considerable progress toward universal primary education but has the dubious distinction of having the highest illiteracy rates in the world. Stringent endeavors are being made at the national, state, and district levels to eradicate illiteracy through mass approaches and programs. Extension is recognized as the third dimension of higher education, joining teaching and research. The Department of Adult, Continuing Education, and Extension of Bharathidasan University has been involving students and teachers at the grassroots level. The mobilization process starts with selection of the operational area and ends with successful implementation of the adult education and extension program. The stages adopted to mobilize students and teachers are as follows: production and procurement of teaching/learning materials; identification of colleges and allocation of target to a college; selection of college teachers for extension programs; adult education functionary and beneficiary training; integration of extension activities in adult literacy programs; coordination with different agencies; and implementation of these programs: Area Development Program; Post-Literacy and Continuing Education Centers; Mass Program for Functional Literacy; Population Education Clubs; and Total Literacy Campaign. The extension programs have increased literacy rates and awareness of social issues, promoted understanding between students and teachers, and led to research projects. (Contains 33 references) (YLB)

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Mobilization and Involvement of Students and Teachers in Implementing the Adult and Extension Education Programmes at the Grass-Root Level with Special Reference to Bharathidasan University, Tiruchirapalli, India: A Case Study

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MOBILIZATION AND INVOLVEMENT OF STUDENTS AND TEACHERS IN IMPLEMENTING THE ADULT AND EXTENSION EDUCATION PROGRAMMES AT THE GRASS-ROOT LEVEL WITH SPECIAL REFERENCE TO BHARATHIDASAN UNIVERSITY, TIRUCHIRAPALLI, INDIA

- A CASE STUDY

A Paper Presented at the Asia Literacy Regional Forum - Innovation and Professionalisation in Adult Literacy: A Focus on Changing Market Economy held at MANILA from 5th to 9th March 1997

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Mobilization and Involvement of Students and Teachers in Implementing the Adult and Extension of Education Programmes at the Grass-root level with Special Reference to Bharathdisan University, Tiruchirapalli, India.
- A Case Study

1.0 Introduction:

Adult Education and Extension is now recognized as an important instrument for individual progress, social change, an essential component for economic development. There was a World Declaration on Education for All, proclaimed in March 1990 at a Conference held at Jomitien, Thailand. The preamble to the said declaration had stated that more than forty years ago, the nations of the World speaking through the Universal Declaration of Human Rights asserted that 'every one has a right to education'. But, in realities the achievement is something different. According to a recent World Bank estimate, over two fifths of the people of South Asia live below the poverty line, an incidence of poverty that is higher than even that in Sub-Saharan Africa. What is disturbing is that in a number of respects South Asians are falling behind the people of other developing countries, including the countries of Sub-Saharan Africa which have come to signify the most backward social and economic conditions. Illiteracy in both South Asia and Sub-Saharan Africa was around 55 per cent in 1990, but by 1995 it had declined to 42 percent in the later while in this part of the world the fall was to only 50 per cent. Nine most populous countries of the world - Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan - having 70 per cent of the world's population, half of world's out-of-school children and two-third of world's illiterate population had met in New Delhi summit on 'Education for All', during 1990 and announced some possible solutions for the overall betterment of the concerned regions.

1.1 Literacy Scenario in India:

India occupies a strategic position in Asia, looking across the seas to Arabia and African the West and to Burma, Malaysia and the Indonesian Archipelago on the East. Geographically, the Himalayan ranges kept India apart from the rest of Asia. India measures 3214 km from North to South and 2933 km from East to West with a total land area of 3,287,263 sq. km. According to 1991 Census, India has a population of 84,39,30,861 (Male 49,76,97,929); female 40,63,32,932). Density of population is 267 per sq. km.

The female-male ratio is 929 female for 1000 male. It consists 25 states and 7 Union territories. It has 16 officially recognized languages. As per the world Bank Report, current figure of per capita GNP is Rs. 615.00. The major religious Communities of India are the Hindu, Muslim, Christian, Sikh, Buddhist, Jains and Parsis. India's Capital is New Delhi.

Literacy rate is 52.11%, (male 63.86% female 39.42%). India has made a considerable achievement towards Universalisation of Primary Education. But is has the dubious distinction of having the largest number of illiterates in the World. It said India has reduced disparities between boys and girls in primary education. During 1981-91, enrollment of girls in primary schools grew up by 3.7 per cent per year, while for boys grew up by 2.5 percent, per year, by World Bank Report. It is needless to stress that the literacy and education are fundamental human rights and have a crucial role in individual progress, Social change and economic development. Stringent endeavours are being made at the national level, state and district level to eradicate illiteracy through various mass approaches/programmes, Total Literacy Campaign (TLO) one among them, which emerged as a cost effective, time bound, area specific, techno-pedagogic, result oriented model during 1990-91, after introducing the National Literacy Mission (NLM) in May 1988 with a objective of imparting Functional Literacy to the 80 million target of the age group of 15-35 by 1995.

NLM has, presently, sanctioned 321 Literacy Projects covering 336 districts fully or partially and 112 Post-Literacy Projects covering 134 districts belonging to 20 States and a Union Territory. 50 mission potential learners and 5 million volunteers are actively involved in TLCs, which are going on in different parts of the India. The focus in all these campaign is on women, particularly in rural areas and persons belonging to SC/STs.

1.1.1 Adult Literacy in Tamil Nadu:

Tamil Nadu Literacy profile, as per the 1991 Census, reveals that 63.72 percent of the total population above 7 years of age group are literate. Male and Female literacy rate have been 74.88 per cent and 52.29 per cent respectively. Among the large states in India, Tamil Nadu stands second, next to Kerala in literacy. Tamil Nadu could become the second major totally literate state in the country by the end of 2000 AD.

In Tamil Nadu (the nature state of the Author), 12 districts are in Teaching-Learning Phase, where 30.69 lakhs learners have been enrolled against a target of 55.24 lakhs. 8 projects have reported achievement upto Primer III. The total target of these projects 19.73 lakhs out of whom 15.5 lakhs learners are still in between the levels of I-III.

1.2. Higher Education system in India:

Universities and specified Institutes are the Centres for Higher Learning in India. At present, there are 220 University level Institutions in India including 36 Deemed Universities, out of these 154 are Traditional

Universities, 28 Agricultural Universities (including Fisheries and Veterinary Sciences, Horticulture and Dairy Technology), 17 are Engineering and Technology Universities including 5 Institutes of Technology, 14

Universities of Medical Sciences and Technology, Indian Statistical Institute, Indian Institute of Science, One University of Journalism, One University of Ayurveda, 5 Universities for Women's Studies, 6 Sanskrit Universities, 7 Open Universities, 6 Universities of Fine Arts of Music and each one University of History of Art, Conservation, Musicology and Tamil.

There are approximately 7960 colleges affiliated to these universities and it is estimated that nearly 4.8 million students are enrolled. Out of the number of colleges mentioned above 148 offer MBBS and higher degrees in medicine, 66 in Dentistry, 89 in Pharmacy, 42 in Nursing, 170 in Agriculture and allied courses, 365 in Engineering, 116 in Ayurveda and 75 in Homeopathy. B.A, B.Sc., B.Com., B.Ed., LLB., M.A., M.Sc., M.Ed., and other higher degrees in disciplines of basic sciences, social sciences and humanities including foreign languages, international relations, social studies, education and law are offered at most of the conventional universities or colleges. Master's courses in Business Management (MBA) are offered at 279 colleges/institutes including 4 Institutes of Management, which are centres of advanced learning.

1.2.1 Importance of Extension in Higher Education:

The University Grants Commission (UGC) which is the apex body for Higher Education system in India, in their policy frame of Higher Education is recognized Extension as the third dimension of the institution of Higher Education in addition to the earlier Two Fold Dimension of Teaching and Research. Currently there are about 102 Universities having Departments/Centres of Adult, Continuing Education and Extension spread all over the country. The UGC's policy statement 1977, revised guidelines 1982 and the recent new guidelines 1988 on Adult and Continuing Education underlined the need for Extension activities by the Higher Education system. The Third Dimension aims to promote a meaningful and sustained rapport between the colleges/university and the community.

1.2.2 Role of College Youth in Extension:

Youth are the great potential for the progress of a society and are the future leaders, dynamic society will rely mainly on the co-operation of youth for the successful implementation of any developmental programmes. In order to make them play an effective role, the higher education system should be diversified on various extension activities including adult education, population education, continuing education etc. Pandit.

Jawaharlal Nehru (1955), University Commission Headed by Dr. Radhakrishnan (1951-56), Prof. K.G. Saiyidain (1965), the State Education Ministers Conference headed by Dr. D.S. Kothari (1969), UGC's policy statement (1977), UGC's Revised statement (1982) and D.S. Kothari (1969), UGC's policy statement (1977), UGC's Revised statement (1982) and New Education Policy (1986), Acharya Ramamoorthy Committee (1992), conceived the lofty idea of channelising the abundant energy of the college youth

utilizing their services for the welfare of the society. The policy statements underlined the need for extension as the third dimension that the youth are to be diversified in various out of campus services for promoting a meaningful and sustained rapport between colleges and community. The students are the highest input of the extension programmes, the services of the students in adult education and extension is nucleus for the human resources development, which ultimately gear to develop the personality of the students.

1.3 A Brief Profile of Bharathidasan University:

Bharathidasan University named after a revolutionary Tamil Poet Bharathidasan, was established by the Govt. of Tamil Nadu in 1982. This University is situated in Tiruchirapalli, a city of rich cultural heritage with a host of reputed educational institutions. It was recognized by the University Grants Commission for all Grant purposes in 1985. In this University there are 72 affiliated colleges (including Engineering, Law, College of Education, Arts and Science) spread over 7 districts. Apart from Teaching and Research, the University carries out different Adult Education and Extension programmes through its new Department of Adult, Continuing Education and Extension and affiliated colleges of the University.

1.3.1 Emergence of the Department of Adult, Continuing Education & Extension:

The Department of Adult, Continuing Education and Extension was established during end of the academic year 1985-86 with the assistance of UGC's Grant-in-Aid for the purpose of undertaking various Extension activities. The activities of the Department, in full swing, right from the appointment of its Head, (author of the paper). As emphasized by the UGC's Policy Statement, under "Extension", the Department has been undertaking the Adult Literacy, Continuing Education, AIDS Education, Population Education, Post-Literacy programmes by involving the students and the teachers of the University and its affiliated colleges.

Based on the experiences gained in implementing the various extension activities, the Department has designed P.G. Diploma/Degree programmes

and is offering the courses for the production of trained human resource in the field of Adult and Extension Education. The Department is also undertaking minor/major research projects funded by different agencies and also offering Ph.D. programmed both part-time and full-time in the emerging field of Adult Education/Continuing Education/Extension Education/Rural Technology.

As per the practice existing in other universities, the Department's academic programmes are being planned and carried out by the board of Studies on Adult and Continuing Education functioning under the Chairmanship of the Direct & Head of the department. Apart from these, the entire Extension/Adult and Continuing Education programmes are being carried out as per the directions and suggestions given by the

separate advisory committee on Adult and Continuing Education headed by the Vice-Chancellor of the University. The Advisory Committee with the Head of the Department its Member secretary comprising members from the affiliated colleges, University departments, Govt. departments and NGOs under the jurisdiction of the University.

1.32 Various Extension Education Programmes at University/College Level:

For the past several years, the following Adult & Extension Education programmes are being implemented by the University and its affiliated colleges by involving the students and teachers at the Grass-root level:

- Adult Literacy through Centre based approach
- Mass Programmed of Functional Literacy (Each one Teach one)
- Population Education
- Total Literacy Programme
- National Service Scheme.
- Cultural activities
- Youth Red Cross activities
- AIDS Education
- Post-Literacy and Continuing Education
- Self-employment income generating courses

1.4 Mobilization and Involvement of Students a& Teachers in Adult Literacy and Extension Programmes:

The process of mobilization starts from the selection of Operational area and ends with successful implementation of the Adult Education and Extension Programmes at the selected areas. The various stage/strategies adopted to mobilize the students and teachers are briefly described in the succeeding pages.

1.4.1 Selection of Operational Area:

While selecting the Operational Area for implementing Adult, Continuing Education and Extension Programmes of the University, the following norms have been adopted

- Smallest Block in Tiruchirapalli district
- Low Standard of Socio-economic condition
- Block consists of compact and contiguous villages
- Easy accessibility to the colleges implementing literacy programmes in Tiruchirapalli City

1.4.1.1. Profile of Tiruchirapalli District and Anthanallur Block:

Tiruchirapalli District is centrally located in Tamil Nadu with an area of 11,114.31 sq. km. It is an inland district - without any coastal line, headquarters at Tiruchirapalli. The district has four revenue divisions and it has 4 Taluks and 9 Blocks for the purpose of revenue and developmental administration. There are 5 Municipalities and one Corporation in the District.

Anthanallur Block is located in the centre of Tiruchirapalli District and this is the Universe for the present report. The block has 27 panchayats which consists of 36 revenue village. The block is situated on the south bank of the famous river Cauvery. The historic Grand Anaicut constructed during the Karikal Chola Administration constitutes the eastern boundary of this block which is an attractive tourist centre. There is also another place for tourism known as "Mukkombu". A broad gauge Railway line run through Anthanallur Block providing pre-requisite transport service to the Block. The total geographical area of this block is 14,401 hectares.

1.4.2. Objectives of Adult Literacy & Extension Programmes of the University:

The following are the frame Objectives for implementing the Adult Literacy in the Operational area:

- to achieve Total Literacy in the Adopted Area
- to create awareness on various social issues among the students of higher education (in colleges) and the learners of the community.

- to enable the learners to participate in the developmental programmes effectively
- to foster the social change through empowering women and the underprivileged women through literacy and vocational skills
- to develop the infrastructual facilities in the selected areas.
- to promote the students and teachers of higher education system towards diverse cultural, social and ethnic groups for better understanding and appreciation
- to develop personality of the students through the extension and extra curricular activities
- to establish a close, mutual and better understanding between the students and the teachers of higher learning system on the one hand and the college/University and community on the other hand
- ensure to co-ordinate and consolidate efforts of all existing extension units of higher learning system, governmental and NGOs towards the total development of the society.
- to study the impact of the programmes on community college as well.

1.4.3 Production and Procurement of Teaching/Learning Materials:

In order to implement the Adult literacy and Extension programmes, the following Teaching/Learning materials have been designed and produced by the author.

- Adult, Continuing Education and Extension Programme - Area Development Approach - A guide
- Implement of Mass Programme for Functional Literacy through Non-NSS/NCC Students - A guide
- Area Development Approach - Adult, Continuing Education & Extension Programme - A Reference Manual
- Structure and use of Adult Education Primer - Animator's guide
- National Literacy Mission - Monitoring Forms
- Area Development Approach - Compilation Register
- National Literacy Mission - Training Module for Animators

- Materials distributed to the functionaries of the Programmes.

  Module- 1 Understanding oneself and others
  Module- 2 Role of college/University and duties of Animators
  Module- 3 Creating commitment in the Programme
  Module- 4 Forming and Administering the Centres
  Module- 5 Training/Learning materials-structure and use
  Module - 6 Knowing one's own skills
  Module - 7 Developing Skills of the Animators
  Module - 8 Maintenance of Registers and Records
  Module - 9 Evaluation - An Introduction
  Module - 10 Games and Activities for thinking

- Implementation of Extension Activities through Students and Teachers of the University and colleges - A Manual
-
- National Service Scheme - A Reference Manual for Programme Officers

- Implementation of TLC and Continuing Education Programme through University and colleges in Anthanallur Panchayat Union - A Guide.

In addition to the above, charts, posters leaflets, primers, work books, Post-Literacy materials have also been procured from the State Resource Centre for Non - Formal Education, Directorate of *Adult*/Non-Formal Education, Madras, Directorate of Adult Education, New Delhi and a few leading NGO's for the use of both functionaries and beneficiaries of the project.

1.4.4 Identification of Colleges and Allocation of Target:

Besides the Department of Adult, Continuing Education and Extension, Ten colleges located near the Project Operational Area (Anthanallur) have been identified and involved in the execution of the Adult Literacy/Extension programmes.

1.4.5 Selection of College Teachers for Extension Programmes:

Extension Programmes like NSS, Adult Education, Population Education, Cultural Activities, YRC Activities etc, are being implemented under Bharathidasan University jurisdiction. For the purpose of executing the above programmes through College, a teacher in-charge of the programme had been selected by the concerned college Principal and

appointed as part-time Programme Officer/Incharge of the particular Extension activities for a minimum period of Five years. The following Table denote the Teachers incharge of various extension programmes of the colleges.

Sl.

	Name of the College	Extension Programmes					
No.		AE&E	PE	NSS	YRC	CUL	Total
01	Bishop Herber College, Trichy	1	1	4	1	1	8
02	Cauvery Women College,Trichy	1	1	4	1	1	8
03	Govt. Arts College, Tiruverambur	1	1	1	1	1	5
04	Holy Cross College, Trichy	1	1	7	1	1	11
05	Jamal Mohamed College, Trichy	1	1	4	1	1	8
06	National College, Trichy	1	1	4	1	1	8
07	Periyar EVR College, Trichy	1	1	4	1	1	8
08	Seethalakshmi Ramasamy College, Trichy	1	1	4	1	1	8
09	St. Joseph's College, Trichy	1	1	4	1	1	8
10	Urumu Dhalakshmi College, Trichy	1	1	4	1	1	8
	Grand Total	**10**	**10**	**40**	**10**	**10**	**80**

1.4.6 Training to Adult Education functionaries and beneficiaries:

Training is one of the important components of any developmental and educational programmes, which enhances the trainee's quality and enables them to learn practical knowledge of the job. For the successful implementation of Adult Education and Extension programmes, training and orientation play crucial role.

1.4.6.1 Pre and In-service Training Programmes for different functionaries:

University has organized a no. of pre and In-service Training programmes periodically on Adult Education, Extension Education, NSS, Cultural Programmes, YRC activities, TLC, Continuing Education, Post-Literacy, Monitoring & Evaluation etc. to different functionaries involved in the Adult/Literacy projects during the year 1989-96 like Principal and Teachers/Programme Officers of Colleges, Supervisors, Preraks, Instructors, Volunteers and student volunteers at college level. Many income generating short term training courses have also been conducted to the learners of selected areas.

1.4.7 Integration of different Extension Activities in Adult Literacy Programmes:

The NSS activities like organization of Special Camping Programme for 10 days duration per Camp by the College NSS volunteer (Students) for forming new roads, desilting existing tanks, canals, construction of balwadies, Tree plantation etc. were integrated in the Anthanallur Block in creating good rapport with the selected villages. Similarly the services of the students engaged in Population Education Clubs were also utilized to propagate the causes and consequences of population explosion and small family norm among the adult population.

Further, the talents of students involved in Fine and performing arts were tapped and exhibited for creating awareness and motivation in issues like Girl child, importance of literacy, Dowry, Immunization, untouchability, AIDS, etc. by way of organizing cultural programmes like Street theatre, Drama, Folk Dance, Folk Songs, Villu Pattu etc in different places in no. of occasions at the Anthanallur Block. It is interesting to note that the cultural team in this regard produced a good audio cassette containing awareness songs on importance of Literacy.

The YRC volunteers were involved in organizing a series of Health & Eye Camps, besides their teaching, for the benefit of the society.

1.4.8 Co-ordination with different Agencies:

University has utilized the services of government departments like Field Publicity, District Rural Development Agency, All India Radio, Block Development office, Primary Health Centres, Shramik Vidyapeeth, Women's Association , Youth clubs, Agricultural Development Banks, Milk Society, Training and Visit of Agricultural Department, Family Welfare Department, Nehru Yuva Kendra and Middle Schools, High School & Higher Secondary Schools for better co-ordination of the programme at the Grass-root level. Similarly the services of a few NGOs have already been utilized for the construction of low cost housing, organization of self employment courses etc. for the overall benefits of the society.

1.4.9 Implementation of Adult Literacy and Extension Programmes:

Apart from three-fold dimensions, the Dept. of Adult, Continuing Education & Extension has implemented under Area Development Programme involving 20 teachers, 110 students of 10 colleges adopting adjourning remote areas, various Adult Education & Extension Programmes during 1989-91. As the first phase, the Department along with 10 colleges implemented the Area Development Programme adopting Anthanallur

Block in Tiruchy District, which consists of 27 village panchayats and 37 revenue villages. The selected 110 animators 11 supervisors were imparted training for running 110 Adult Education Centres covering 9152 illiterates especially women from weaker sections of the society. In each college selected 5-7 compact and contiguous villages in the adopted block 10 adult education centres were conducted.

As a second phase, covering 115 AE Centres, the Department & 10 colleges have established the **Post-Literacy and Continuing Education Centres** (Jana Shikshan Nilayams - Library cum Reading rooms). It is a library cum reading centre in which a number of need-based 282 books such as nutritious food, health, environmental conservation, catering small family and its benefits, small savings, merits of education, novels and adventure stories, weekly fortnight and monthly magazines, 3 dailies of the regional languages are kept for use. In addition to these, sports and recreational materials such as Carom board, Chess, Skipping ropes, Playing Sticks, Volley ball and Foot ball are also kept in each Post Literacy and Continuing Education Centre for the utilization of beneficiaries and functionaries of Adult Education & MPFL Programmes, Population Education Programmes and income generating programmes and also Drop-outs, semi-literates, school boys and girls, educated youth and general public. The News Papers, weekly monthly magazines and books are circulated by Perak/in-charge of the Library cum Reading Room to the neo-literates of Adult Education Centres and other interested persons in their respective adopted villages. Besides, any awareness training programmes are conducted in order to provide more knowledge on family welfare, health, nutritious food, Environmental pollution and Education etc. for the Adult learners and the interested local people.

As a third phase, the Department along with the Extension Units of 10 selected colleges involving educated volunteers of school and college students and local educated youth, selected one of their adopted villages for implementing **Mass Programme for Functional Literacy** - Each one Teach one Approach as an Experimental basis with the aim to achieve 100 percent literacy. In order to implement the MPFL Programme effectively and successfully, the personnel of the department made frequent visits to give guidance, support to the volunteers and monitor the MPFL programme implemented in the one of the adopted villages Kuzhumani. The MPFL programme was in operation for about 60 days and volunteers imparted literacy, numeracy and awareness concepts to their respective learners. At the end of the programmes, as per the direction of the Department, the learners were evaluated by the MPFL volunteers based on the guidelines given in the MPFL Kit, with the help of the Animators and Prerak of the Department. About 600 persons were made literate through MPFL in which male consisted of 245 and female consisted of 355.

The Neo-literates of the MPFL who are in contact with respective volunteers and are advised to make use of the Jana Shikshan Nilayam functioning in the respective operational areas for sustaining and improving their literacy skill.

As a fourth phase, the Adult Education & Extension Units of Bharathidasan University established 11 **Population Education Clubs** by covering 110 Adult Education Centre areas in their respective villages. The Population Education Clubs have organized and conducted awareness oriented training programmes such as Family Welfare, Environmental conservation, Health & Nutrition etc. to the field level functionaries, beneficiaries of the National Literacy Mission in general weaker sections of the society in particular in collaboration and cooperation with developmental departments in the adopted villages.

The Population Education Club of the Department has also organized and conducted a Two Day Training programme on "**Integrating the Concepts of Population Education with the Adult Education Programme**" for the Animators and Prerak of the Adult Education and Extension programmes in the adopted village-Kuzhumani in co-operation with the State Resource Centre for Non-Formal Education, Madras.

The Extension units, before giving training procured Population Education Kits from the State Resource Centre, Madras, and distributed the same to the Field level functionaries of the Population Education Programmes.

Different components of Population Education such as Small family, Age at Marriage, Mother and child care, Health, Nutrition, Immunization, Family planning, National Integration, Importance of Women's Education etc. were elaborately discussed and imparted in the training programme.

The above said concepts included in the enrichment materials of the Population Education Kit were demonstrated to the participants by the resource persons in the two days training programme. It has been observed during the evaluation that as a result of integrating population education concepts with adult education programme in the adopted village, more than 1000 adult learners have secured more knowledge on merits and demerits of the population explosion, family planning methods, importance of women's education, etc.

As a fifth phase, the Department and 10 city colleges have implemented the **Total Literacy Campaign** (TLC) in the adopted Block as sponsored by the University Grants Commission the apex body of the Higher Education Institution, on experimental basis in the history of Universities in India. For implementing the above TLC in Anthnallur Bloc, nearly 209

teachers and 820 students from the selected colleges have been mobilized and motivated through various training programmes toward the holy task of literacy and eradication of illiteracy for community development.

The organization of door to door campaign, processions, motivation of volunteers, review meetings, celebration of literacy festivals and convention, distribution of leaflets, pamphlets and booklets, wall writings, banners, Posters cinema slides, use of vans with audio cassettes, folk, songs and dances, skits, public meeting, essay writing and elocution competition at college level have been undertaken for the **environmental building** among the learners of selected block.

It is heartening to note that the crucial role played by various extension units in Bharathidasan University and involvement of students and Teachers towards various community development and Adult Education programme are appreciatory over a period of 8 years from 1989-97.

Strength of TLC:

- Committed dedication by the students and teachers of colleges/University
- Cooperation and involvement of colleges, local welfare organizations, women's club government departments and voluntary agencies.
- Good motivational efforts - folk arts and cultural programmes, dissemination of literacy messages through various print materials, slides, mass media etc.
- Effective monitoring system
- Total Literacy achievement
- Change of positive attitude among the learners and youth of colleges.

1.5 Overall Impact on Community:

- It is heartening to note that the Area based approach - Total Literacy Campaign of Bharathidasan University has got a significant success in literacy in Anthnallur Block as per the NLM norm nearly 94.54 percent of learners have achieved in literacy skills.
- It is interesting to note that the women learners excel their counterparts in reading writing and arithmetic skills.
- It is worthy to note that the cent percent enrollment of children in primary schools in the adopted area.

- As per the records of Primary health centres available in the adopted areas, the no. of registration of immuning children has gone up to cent per cent.
- Nearly 80 per cent of women have been observed as they adopted small family norms.
- The habit of alcoholism among the male in the operational area has been controlled to some extent.
- The participation of women learners in government welfare programmes has been increased to an optimum level.
- The participation of women in Panchayati Raj system in the adopted area has gone upto the mark of government regulations.
- The awareness among the learners on various social issues have been increased tremendously.
- Through the Extension programmes by the colleges, the rural infrastructural facilities have been developed to a large extent.
- The Neo-literates have started to cultivate the habit of reading the story books, Newspapers, Post-literacy materials available in their respective Rural Libraries established in the villages.

1.6 Overall Impact on (College) Campus:

- The Extension programmes promoted a better and mutual understanding between the students and teachers of higher education.
- The students have been diversified, apart from regular curriculum, on various social, cultural, and ethnic values.
- The extension programmes have enabled the students a better understanding and appreciation of rural setting.
- The students and teachers have appreciated religious harmony, National Integration and the morality.
- The students unrest has been brought under control due to diversification of students on community development programme.
- The extension programmes have developed a better leadership quality and a team spirit among the students.
- Through the extension programmes, the personality of the students have been invariably developed and students spent their leisure time constructively.
- A few teachers conducted their own researchers leading to Ph.D. and PG students in MA/M.Sc Dissertations in Adult and Extension education.

- Teachers have developed good rapport with not only their students community but also with the people at the operational area.
- The Adult & Extension programmes have supported in changing the attitude of teachers and students towards their obligation to the Community.

1.7 Overall Impact on Academic Research and Education:

1.7.1 Academic Research:

. The Adult Literacy/Extension programmes helped in conducting two major academic research projects leading to award of Two Ph.D.s in the field of Adult Education and Extension Education under the supervision and guidance of the Author. The abstract of the two studies is presented hereunder.

Renganathan (1994) has studied the Adoption of New Agricultural Technology Components among the Adult Literacy Farmers at selected villages in Anthnallur Block, Tiruchirapalli District. The objectives of the study are;

- To find out the Adoption of New Agricultural Technology Components (NATC) among Adult Education Farmers,

- To assess the nature of extension content and its effect on the adoption of NATC by AE Farmers,

- To assess the various Mass Media Exposures to farmers and its impact on the level of adoption of NATC in the study area,

The Findings of the Study revealed that there is significant positive association between the socio-economic variables (age, sex, caste, farmers experience, land holding, education), and adoption of NATC by the AE Farmers. There is a significant positive association between extension contact, mass media exposure (radio, TV., news papers) and NATC by the AE Farmers.

Another one study was conducted by Ravichandran (1995) on the Impact of Integration of Population Education Concepts with Adult Education Programme at Selected villages in Tiruchirapalli District, Tamil Nadu. The study was mainly conducted in 10 Adult Education Centres implemented in Anthanallur Block.

The Major objective of the study is to find out the relationship between socio-economic characteristics, software communication sources, aspects of

mass media exposure of the women adult learners and their knowledge and attitude levels in terms of some of the selected concepts of population education as part of integration of adult education programme.

Responsible parenthood, delayed marriage, mother and child care, small family norm and nutrition are the selected population education concepts of the study. This quasi-experimental design study revealed all the selected five concepts are inter related themselves and also effectively integrated with the adult education programme, since they have been observed from the analysis that there is a significant change on the knowledge and attitude of women adult learners of the five concepts due to the experiment.

1.7.2 Introduction of Part-IV Extension Education in UG Courses:

Based on the experiences in implementing various Adult and Extension Programmes at Anthanallur Block by involving large no. of students and teachers for successful implementation of the Adult Education & Extension programmes for the overall betterment of the society and also keeping the impact on the community and Campus, the author has made all necessary endeavours in the Bharathidasan University for the introduction of Part-IV Extension in the curriculum of Under Graduate (UG) courses. Accordingly, the author as Chairman of Board of Studies in Adult, Continuing Education and Extension and also member of the Standing Committee on Academic Affairs, moved an Agenda in Standing Committee of academic affairs held on June 14, 1996, to consider the need for inclusion of co-curricular activities as a compulsory component in the UG courses.

The co-curricular activities under **Part-IV Extension** may include any of the following

National Service Scheme, National Cadet Corps, Sports and Games, Population Education Club, Fine and Performing Arts, Rotract/Leo Clubs, Environmental Education and Youth Red Cross.

1.8. Problems Encountered during implementation of the Programmes:

Even though the Bharathidasan University has a high degree of achievement in implementing the Adult Education and Extension programmes, it has come across the following problems in this

It was not able to harness the energy of all the selected youth of colleges and educated youth of community for this cause, which yielded just below the expected result.

- Though it was a planned and massive efforts to get co-operation from all the extension units of the selected colleges, it was not fully materialised.

- The demand for literacy especially Tribal and Forward class people was not encourage.

- Due to the migration of the targeted population a considerable no. of them was not able to cover under the literacy and extension programmes.

- The delay in releasing the grant from the UGC have affected the effective implementation of the Adult and Extension programmes by University and Colleges.

1.9 Conclusion:

The Adult and Extension Education programmes implemented on experimental basis by Bharathidasan University have been a set example for the educators, planners and policy makers towards building a nation with illuminative future. It is evinced that the systematic planning and execution, effective mobilization and motivation of various functionaries, and non beaurocratic, democratic, dynamic and catalytic role played by the Department of Adult and Continuing Education, Bharathidasan University are responsible for the success and achievement of these programmes. Through the selfless commitment and dedicated mind and missionary spirit of teachers and students, the objective of Adult Education and Extension programmes could have been materialized. Thus, the programmes have enabled the students in understanding and appreciating of the problems of rural people, which ultimately helped the students for their personality development and economic development of the nation. It is obviously shown that there is a positive change in the attitudes, values, knowledge and skills of the people of the community on the one side and the leadership

quality of the students on the other side. The energy of the college youth have been channelised in a constructive way which yielded a desirable result.

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